

## FAIRFIELD SCHOOL DISTRICT

1226 US Highway 321 Bypass South  
Winnsboro, SC 29180

**GRADES** PK-12

**ENROLLMENT** 3,477 Students

**SUPERINTENDENT** Dr. Clarence E. Willie 803-635-4607

**BOARD CHAIR** Ms. Annie E. McDaniel 803-635-6894

**FISCAL AUTHORITY** District Board/County Council

## THE STATE OF SOUTH CAROLINA

### ANNUAL DISTRICT REPORT CARD

# 2004

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	7	8	0

#### IMPROVEMENT RATING:

**AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This district met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Below Average	N/A
<b>2002</b>	Below Average	Average	N/A
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>	Below Average	Average	No

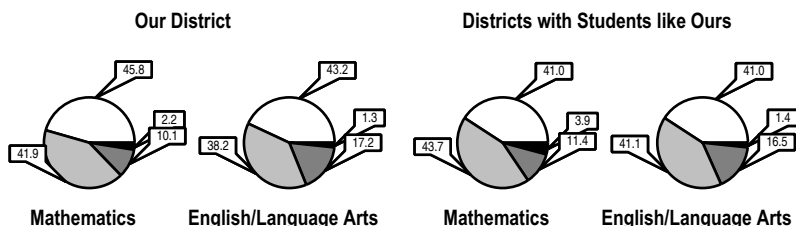
**DEFINITIONS OF DISTRICT RATING TERMS**





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

80.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our District</b>			<b>Districts with Students like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed both subtests</b>	53.9	N/A	N/A	62.7	N/A	N/A
<b>Passed 1 subtest</b>	22.2	N/A	N/A	18.1	N/A	N/A
<b>Passed no subtests</b>	23.9	N/A	N/A	19.3	N/A	N/A

**ELIGIBILITY FOR LIFE SCHOLARSHIP\***

<b>Percent of</b>	<b>Our District</b>	<b>Districts with Students like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	2.7	4.1
<b>Seniors who met the SAT/ACT requirement</b>	2.7	4.1
<b>Seniors who met the grade point average</b>	47.3	36.2

\*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	1,686	98.7	43.2	38.4	17.2	1.3	18.5
Gender							
Male	823	98.2	49.0	35.6	14.4	0.9	15.3
Female	863	99.2	37.8	40.8	19.8	1.6	21.3
Racial/Ethnic Group							
White	214	98.6	28.4	35.6	33.5	2.6	36.1
African-American	1,454	98.7	45.5	39.0	14.5	0.9	15.5
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	20.0	20.0	46.7	13.3	60.0
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	1,323	99.0	38.1	41.1	19.3	1.4	20.8
Disabled	363	97.5	62.0	28.2	9.2	0.6	9.8
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,686	98.7	43.2	38.4	17.2	1.3	18.5
English Proficiency							
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	1,680	98.7	43.3	38.4	17.1	1.3	18.3
Socio-Economic Status							
Subsidized meals	1,420	98.5	45.5	38.6	15.2	0.7	15.9
Full-pay meals	266	99.6	30.9	36.9	28.1	4.0	32.1
Mathematics							
All Students	1,686	99.3	45.8	41.9	10.1	2.2	12.3
Gender							
Male	823	98.9	47.6	40.8	9.4	2.2	11.6
Female	863	99.7	44.1	42.9	10.7	2.3	12.9
Racial/Ethnic Group							
White	214	98.6	32.5	43.8	17.5	6.2	23.7
African-American	1,454	99.4	48.0	41.4	9.1	1.6	10.6
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	20.0	60.0	6.7	13.3	20.0
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	1,323	99.6	38.4	46.6	12.3	2.8	15.1
Disabled	363	98.4	73.2	24.7	1.8	0.3	2.1
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,686	99.3	45.8	41.9	10.1	2.2	12.3
English Proficiency							
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	1,680	99.3	45.9	41.7	10.1	2.3	12.3
Socio-Economic Status							
Subsidized meals	1,420	99.2	47.3	41.9	9.0	1.8	10.8
Full-pay meals	266	99.6	37.8	41.8	15.7	4.8	20.5

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	298	98.3	25.5	45.1	26.8	2.6	29.4
	Grade 4	298	97.7	49.1	41.5	9.4	N/A	9.4
	Grade 5	272	98.9	52.4	40.9	6.7	N/A	6.7
	Grade 6	303	96.7	44.1	40.9	13.6	1.4	15.0
	Grade 7	292	95.9	56.1	33.3	10.5	N/A	10.5
	Grade 8	299	98.3	58.2	36.8	5.0	N/A	5.0
<b>2004</b>	Grade 3	250	98.0	17.3	35.0	42.4	5.3	47.7
	Grade 4	307	98.0	36.5	49.1	14.3	N/A	14.3
	Grade 5	288	99.0	44.6	44.6	10.7	N/A	10.7
	Grade 6	269	98.5	50.4	38.0	10.9	0.8	11.6
	Grade 7	295	99.3	51.4	38.7	9.6	0.3	9.9
	Grade 8	283	99.3	54.6	33.6	10.4	1.4	11.8

<b>Mathematics</b>								
<b>2003</b>	Grade 3	298	99.0	33.3	51.5	13.1	2.1	15.2
	Grade 4	298	99.7	49.6	40.8	8.3	1.3	9.6
	Grade 5	272	99.3	44.7	46.2	7.2	1.9	9.1
	Grade 6	303	96.7	49.3	36.5	10.5	3.7	14.2
	Grade 7	292	96.9	58.3	33.8	6.7	1.3	7.9
	Grade 8	299	98.7	53.8	42.9	2.9	0.4	3.3
<b>2004</b>	Grade 3	250	98.8	22.4	59.2	15.1	3.3	18.4
	Grade 4	307	99.3	41.6	45.6	10.1	2.7	12.8
	Grade 5	288	99.3	50.5	39.9	8.5	1.1	9.6
	Grade 6	269	99.3	36.5	47.3	13.8	2.3	16.2
	Grade 7	295	99.7	59.7	28.3	8.9	3.1	11.9
	Grade 8	283	99.3	59.3	37.9	2.1	0.7	2.9

**SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

These schools will be reported in a separate document.

**DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

Title I schools that fail to make adequate yearly progress for two consecutive years

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>							
All Students	259	93.8	28.2	36.6	25.2	10.1	35.3
<b>Gender</b>							
Male	136	91.9	36.6	39.8	17.1	6.5	23.6
Female	123	95.9	19.1	33.0	33.9	13.9	47.8
<b>Racial/Ethnic Group</b>							
White	32	96.9	10.0	23.3	30.0	36.7	66.7
African-American	221	93.7	31.0	38.9	24.1	5.9	30.0
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	227	95.6	21.7	38.7	28.3	11.3	39.6
Disabled	32	81.3	80.8	19.2	N/A	N/A	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	259	93.8	28.2	36.6	16.4	10.1	35.3
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	259	93.8	28.2	36.6	25.2	10.1	35.3
<b>Socio-Economic Status</b>							
Subsidized meals	192	94.3	30.0	38.9	25.6	5.6	31.1
Full-pay meals	67	92.5	22.4	29.3	24.1	24.1	48.3

<b>Mathematics</b>							
All Students	259	93.8	41.6	38.2	16.4	3.8	20.2
<b>Gender</b>							
Male	136	91.9	48.8	36.6	12.2	2.4	14.6
Female	123	95.9	33.9	40.0	20.9	5.2	26.1
<b>Racial/Ethnic Group</b>							
White	32	96.9	26.7	33.3	33.3	6.7	40.0
African-American	221	93.7	44.8	38.4	13.8	3.0	16.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	227	95.6	34.9	42.5	18.4	4.2	22.6
Disabled	32	81.3	96.2	3.8	N/A	N/A	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	259	93.8	41.6	38.2	16.4	3.8	20.2
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	259	93.8	41.6	38.2	16.4	3.8	20.2
<b>Socio-Economic Status</b>							
Subsidized meals	192	94.3	43.9	40.6	13.3	2.2	15.6
Full-pay meals	67	92.5	34.5	31.0	25.9	8.6	34.5

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	173	91.9%	184	2.7%	193	75.1%	N/A
<b>Gender</b>							
Male	58	87.9%	67	1.5%	77	59.7%	
Female	114	93.9%	117	3.4%	116	85.3%	
<b>Racial/Ethnic Group</b>							
White	13	100.0%	9	0.0%	13	76.9%	
African American	155	91.6%	171	2.9%	177	75.7%	
Asian/Pacific Islander	1	I/S	1	I/S	1	I/S	
Hispanic	3	I/S	3	I/S	2	I/S	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
<b>Disability Status</b>							
Not disabled	162	92.6%	162	3.1%	157	86.6%	
Disabilities other than speech	11	81.8%	22	0.0%	36	25.0%	
<b>Migrant Status</b>							
Migrant	4	I/S	0	N/A	1	I/S	
Non-migrant	167	92.2%	184	2.7%	0	N/A	
<b>English Proficiency</b>							
Limited English proficient	N/A	N/A	0	N/A	0	N/A	
Non-LEP	172	91.9%	184	2.7%	190	75.3%	
<b>Socio-Economic Status</b>							
Subsidized meals	105	89.5%	72	2.8%	113	69.9%	
Full-pay meals	67	95.5%	112	2.7%	80	82.5%	

\* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

**EXAM PASSAGE RATE BY SPRING 2004**

	Our District	Districts with Students like Ours
Percent	91.9%	89.9%

**GRADUATION RATE**

	Our District	Districts with Students like Ours
Number of Students	193	191
Number of Diplomas	145	141
Rate	75.1%	75.1%

**2003-04 COLLEGE ADMISSIONS TESTS**

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	423	407	432	400	855	807
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	13.8	14.2	15.4	15.4	15.1	15.6	15.2	15.7	15.0	15.3
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 3,477)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	97.2%
Retention rate	4.3%	Down from 5.0%	6.4%	5.3%
Attendance rate	96.1%	Up from 94.0%	96.2%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.4%		9.0%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	8.8%		7.5%	5.1%
Eligible for gifted and talented	13.1%	Up from 12.7%	6.4%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.1%	Up from 10.8%	10.5%	10.9%
Older than usual for grade	4.3%	Down from 5.9%	7.0%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Down from 1.6%	1.9%	1.1%
Enrolled in AP/IB programs	10.6%	Up from 9.6%	6.3%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	52	Down from 452	160	157
Completions in adult education GED or diploma programs	7	Down from 36	16	39
Annual dropout rate	2.7%	Up from 1.6%	2.6%	2.9%
Teachers (n= 281)				
Teachers with advanced degrees	47.3%	Up from 44.4%	44.5%	50.0%
Continuing contract teachers	74.4%	Up from 67.5%	79.0%	84.6%
Highly qualified teachers**	80.6%	N/A	90.8%	92.5%
Teachers with emergency or provisional certificates	13.3%		11.3%	4.4%
Teachers returning from previous year	84.6%	Up from 82.4%	86.7%	89.9%
Teacher attendance rate	94.6%	Up from 94.4%	94.1%	94.7%
Average teacher salary	\$40,589	Up 0.8%	\$38,423	\$40,566
Vacancies for more than nine weeks	0.0%	N/C	1.0%	0.3%
Prof. development days/teacher	12.9 days	Up from 12.7 days	11.9 days	12.0 days
District				
Superintendent's years at district	0.0	Down from 2.0	3.5	3.0
Student-teacher ratio in core subjects	18.7 to 1	Down from 20.2 to 1	19.5 to 1	21.0 to 1
Prime instructional time	88.1%	Up from 85.4%	88.2%	89.5%
Dollars spent per pupil*	\$9,872	Up 3.7%	\$8,610	\$7,217
Percent of expenditures for teacher salaries*	49.1%	Down from 50.7%	53.6%	55.6%
Opportunities in the arts	Good	No change	Excellent	Excellent
Parents attending conferences	99.3%	Up from 95.6%	93.9%	97.3%
Number of schools	8	No change	6	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	3.6%	Up from 2.8%	5.9%	4.3%
Average age in years of school facilities	26	Up from 25	30	26
Number of schools with SACS accreditation	8	No change	5	8
Average administrator salary	\$62,959		\$65,649	\$67,300

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	81.5%	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**SCHOOL DISTRICT GOVERNANCE**

<b>Board Membership</b>	7 trustees elected to single-member seats
<b>Fiscal Authority</b>	District Board/County Council
<b>Average Number of Hours of Training Annually</b>	36.0 per board member
<b>Percent new trustees completing orientation</b>	100.0%

**DISTRICT SUPERINTENDENT'S REPORT**

During the past school year the Board of Trustees of the School District of Fairfield County conducted a public outreach campaign to gain the public perception of the School District's operations and to expand the community's interest. Several challenges were identified. They included a major focus on raising student achievement as identified by state and national academic measures, to produce a competitive "quality graduate" from our schools and to establish a system "dedicated to continuous improvement." All entities are diligently working to maximize the opportunities for the children of Fairfield County. The focus has been on using data, technology, curriculum mapping, and professional development for continuous improvement. Data is being used as the foundation for school and classroom content and instructional decisions. SuccessMaker, a program that provides each student with individualized instruction targeted to the students' greatest areas of need, has been implemented in all of our schools to determine the understanding of state standards and concepts. Teachers take the information to determine the academic needs of each child and "prescribe" the individualized instruction for students. In addition, the District uses MAP (Measures of Academic Progress), a standards-based assessment three times per year to gauge the level of academic progress in preparation for PACT testing. This program is also used to guide classroom instruction by providing individual student achievement in the areas of Reading/Language Arts and Mathematics. Both of these programs are technology driven, giving the teachers, students, administrators and parents an in-depth review of student mastery of South Carolina standards. SuccessMaker and MAP are delivered via computer labs and a new wireless computer program implemented this year. All District fifth and sixth graders were provided wireless labs in their classrooms. In addition to using the wireless computers to support instruction and for assessment, students were taught to develop PowerPoint presentations, internet searches, keyboard, and word processing.

Next year as part of the continuous improvement effort, the district will participate in a grant funded reading initiative through Reading 1st. The high school and middle school will implement a school reform effort through the Southern Region Education Board, "High Schools That Work" and "Making Middle Grades Work." These two efforts have proven in many schools across the nation to raise student achievement based on data-driven decision-making.

The School District of Fairfield County is expanding the potential for each child. Serious and well thought out efforts are being made by the Board of Trustees, administrators, teachers, support staff and parents to ensure that potential is realized.

Walter L. Tobin, Interim Superintendent, Fairfield County